# Public Information Commission: Winter 2025 PIC Meeting Minutes

## Day 1 | Feb. 6, 2025 | 10 a.m. – 4:45 p.m. Location: South Puget Sound Community College & Zoom | 33 in Attendance (10 in-person, 23 virtual)

**10 a.m. — Welcome and call to order (Jenn Adrien, Clover Park Technical College, PIC president and Kelly Green, South Puget Sound Community College)**

* Welcome from South Puget Sound Community College, Check-in and remote site sign-on
* Introductions
* What’s one thing working well, and what’s one thing that’s been a challenge?
* 10:30 a.m. — 2025 legislative session update (Arlen Harris and Sam Herriot, SBCTC)

**11 a.m. — Archiving and records retention (Bonnie Hood and Megan Weese, Washington State Archives)**

* Presented slide deck
* Records Management and Retention Schedule Overview.
* RCS 40.14 defines what a Public Record is
  + Records can only be stored by:
    - Your Organization
    - State Archives
  + Records retention schedules
    - Define how long to retain
    - When/if records can de destroyed
    - https://www.sos.wa.gov/archives/RecordsManagement/RecordsRetentionSchedulesforStateGovernmentAgencies.aspx
* Disposition Authority Number (DAN) important to include
  + Two triggers to be aware of
    - End of calendar
    - End of year
  + Record categories
    - Essential
    - Non-essential
  + Info provided on how to identify the correct DAN
  + State Archives oversees Retention Schedules but they change and State Archives manages this for all agencies.
  + Your responsibility is to keep Public Records for the minimum amount of time, then destroy or transfer to State Archives for historical preservation.
* Meg Weese - Acquisition Archivist
  + Transfer process. Find correct branch for where you college is located.
  + Create and provide a list of records to transfer and share with State Archives, which will determine which records it would like transferred.
  + For records not being transferred, use a destruction log for any records that are to be destroyed.
* Helpful Links
  + https://www.sos.wa.gov/archives/recordsmanagement/how-to-assign-responsibility-for-records-management.aspx
  + https://www.sos.wa.gov/archives/RecordsManagement/How-to-Destroy-Non-Archival-Records.aspx
  + recordsmanagement@sos.wa.gov
* For Digital Archives Transfer, use the Transfer Inventory Spreadsheet
* There is a link with all of the current archivists for each college.
* https://www2.sos.wa.gov/\_assets/archives/recordsmanagement/state-records-officer-directory-as-at-dec-13-2024.pdf
* Advice was provided on how to preserve and display records locally.
* Most libraries have local archives.
* University students completing Capstone Project is an option.
* Machine that digitizes documents.

**Noon — Lunch: TikTok & the future of social media (ALL)**

**1 p.m. — Campus Tour (ALL)**

**2:03 p.m. — Roundtable: Archiving on campus (ALL)**

* Columbia Basin
* What are you saving / setting aside?
  + Memorabilia
* How are you saving it?
  + Digital copies (or photos of items)
  + Skagit working with UW grad students
  + Olympic has a modest archive in the library
  + SPSCC worked with Library and Foundation
* Is there a cost to storing at state archive?
  + Only cost is the boxes

**2:15 p.m. — Federal Hot Topics Roundtable (Originally scheduled for 4:15 p.m.) (ALL)**

* OBM memo freezing federal grants and funding
* Concerns around Dept. of Education being dissolved
* NCAA following new [Executive Order intended to bar transgender athletes from girls’ and women’s sports](https://apnews.com/article/donald-trump-transgender-athletes-3606411fc12efffec95a893351624e1b)
* Impacts to DEI programs, roles, offices...etc
  + Remains to be seen
  + SBCTC advising to continue business as usual and not to make preemptive changes until directed
  + TRiO, Perkins and other Title III programs specifically targeted for review
* Can SBCTC streamline / centralize the dissemination of info that is not college-specific
  + Concerns re: SBCTC resources would struggle to remain accurate, as well as drawing unwanted attention toward community colleges (which currently don’t seem as targeted as universities and the Ivy League in particular)
  + Hoping that American Association of Community Colleges and Association of Community College Trustees will take the lead
* How do you stay on top of the news and determine what is/isn’t relevant? How are you staying sane?
  + Skagit – Some team members involved in responding are part of targeted populations and have the option to take mental health days when it gets to be too much or too directed
  + Columbia Basin – 30 min cabinet check-ins to ensure everyone is aware of news and updates
  + Clover Park – Weekly cabinet check-in for hot topics, creation of anonymous form to ask students and employees what concerns they have so that comms can better address their needs
  + SPSCC approaching it similar to COVID, doesn’t try and rewrite info someone else with more authority has already said.
  + BBCC: struggle between acknowledging fears and anxiety many folks are feeling but not wanting to be lapped by the fast moving news cycle and fast-changing situations and maybe increasing those fears
* How do you share info with campus?
  + SPSCC – Friday updates, quarterly events
  + Websites housing all previous related comms
  + 24-hour moratorium on updates to allow for clarity (and a chance of roll backs)

**3:06 p.m. — OCR Reviews (Maryam Jacobs, State Board)**

* History and Authority for the Methods of Administration (MOA) Program
  + Legal Authority: 34 CFR Appendix B Part 100
  + Timelines
    - 1977 – Began
    - 1979 – Guidelines issued in outlining MOAs
    - 1990 – Accessibility added following the Americans with Disabilities Act
    - 2005 – DOE began the requirement for targeting plan to select subrecipients for review
    - 2020 – New MOP directing OCR to create new requirements
    - 2021 – New OCR plan goes into effect
* Program at a glace
  + Guidelines
    - Title VI
    - Title IX
    - Section 504
    - Title II of Americans with Disabilities Act
    - Guidelines for Eliminant Discrimination and the Denial of Services on the Basis of Race, Color, National Ogrin, Sex and Handicap in Vocational Educational Programs
  + Review areas
    - Admin requirements
    - Recruitment admissions and counseling
    - Physical accessibility
    - Comparable facilities
    - Services for students with disabilities
    - Finacial assistance
    - Work-study, cooperative programs and job placement
    - Housing
    - Employment
  + Methods and tools used for reviews
    - Review statistical information and demographics
    - Review of historical data (i.e. complaints, investigations, etc.)
    - Surveys of campus community
    - Review of documentation—policies, procedures, forms, brochures, etc.
    - Review college website
    - Interview with faculty, staff, and students
  + Process
    - Colleges visited every five years
    - The first five-year cycle will concentrate on general systems and college polies and procedures, unless a significant issue I fond
    - Interviews will mainly be conducted with staff and faculty
    - Looking for ways to improve, not meant as a reflection on anyone’s specific work
    - College Website Review
      * Nondiscrimination notices (needs to be clearly available)
      * Webpage and info for Title IX
        + What is it, who are the coordinators
      * Webpage and info on ADA
      * Policies (grievance, accessibility)
      * Translated materials
      * Pictures and testimonies
      * Accessibility
  + Process will work towards:
    - Training key staff
    - Developing partnerships with colleges
    - Observing each college’s performance in attracting and retaining individuals from protected populations
    - Establishing lines of communications and providing tools to allow college staff to address areas of concerns, possible violations, and other matters in a timely basis
    - Helping each institution to continual improve and better serve their communities
  + Final report of review
    - Citations and findings
    - Recommendations and observations
    - Commendations
    - Letter of finding sent to pres
    - OCR recommends all findings to be corrected within two years. Lack of budget and financial issues are not an acceptable reason to delay corrective action.
* Common Findings & Issues
  + Determining communities of limited-English proficiency the college serves and providing services to these communities
    - Not based on statistics, should be based on community centers, churches, media (newsletters, newspapers, radio)...etc. within service area
  + Nondiscrimination statement
    - Continuous notices
      * Where? On any document, poster or other media that is available to the public. Examples: Applications forms, handbooks, catalogs, recruiting, newsletters, websites, social media...etc.
      * What? Must include five protects categories: races, color, national origin, sex and disability and the name, address, phone number and email address of the Title IX and Section 504 coordinators(s)
        + NOTE: Section 504 is not the same as the accessibility coordinator, rather who takes the complaints
    - Abbreviated statement: should be used sparingly, use full statement whenever possible.
  + Annual nondiscrimination statements
    - In addition to the info in the continuous statement, the annual must include summary of programs, admissions requirements translations of languages spoken in surrounding communities, and a statement that lack of English skills will not be a barrier to admissions
    - Must be distributed to ALL community members.
    - Distribution on website is ok, if clearly available.
      * If via print or digital, make sure you have a copy.
  + Title IX compliance
  + Conflict of interest and lack of resources/training for coordinators
  + Program access and ensuring equal opportunity in programs with limited space
  + Policy 188 compliance (accessibility)
* What’s new?
  + Additional information to nondiscrimination statement
    - FYI only, needs further details before OCR is enforcing
  + More emphasis on Title IX
  + Findings on College Environment
  + LGBTQ Rights
  + DEI Programs
  + IT Accessibility
* Contact Information
  + Maryam Jacobs
    - Phone: (253) 691-7618
    - Email: [mjacobs@sbctc.edu](mailto:mjacobs@sbctc.edu)

**4 p.m.** **— Break**

**4:15 p.m. — Federal Hot Topics Roundtable Revisited**

* Keep Washington Working
  + Differences between “limited” and “public” access
    - **DRAFT** language shared by GRC that is under review by AAG
      * Limited Access Space: Faculty offices, classrooms, labs, tutoring centers, student clubs and organization spaces, residence halls, private offices, office suites, office clusters, private conference rooms.
      * Public Access Space: Lobbies, hallways, and open space of instructional, student services and administrative buildings, as well as branch locations.
* [Warrants And Subpoenas | What to Look Out for and How to Respond](https://www.nilc.org/wp-content/uploads/2020/09/2025-Subpoenas-Warrants.pdf) (includes examples)
* [Red card](https://www.ilrc.org/red-cards-tarjetas-rojas)
  + AG advise is that Colleges/employees do not hand out cards
    - Concerns of providing legal info
    - Concerns over using state resources

**5 p.m. – End of Meeting**

## Day 2 | Feb. 7, 2025 | 8:35 a.m. – 12 p.m. (noon) Location: South Puget Sound Community College & Zoom | xx in Attendance (xx in-person, xx virtual)

**8:35 a.m. — Call to Order (Jenn Adrien, Clover Park Technical College, PIC president)**

**8:38 a.m. — Success! A case study on increasing enrollment (Aimee Gordon, Peninsula College)**

* Peninsula College
  + Campuses in Port Angeles, Forks, Port Townsend
  + Very rural
  + 2nd smallest CTC in WA
  + Comprehensive
    - Transfer
    - Prof Tec and bachelors
    - Basic Ed for Adults
    - Continuing Ed
  + Partner with six sovereign nations
    - First in country to build an on campus [ʔaʔk̓ʷustəƞáwt̓xʷ / House of Learning / Longhouse](https://pencol.edu/longhouse/%CA%94a%CA%94k%CC%93%CA%B7ust%C9%99%C6%9E%C3%A1wt%CC%93x%CA%B7-house-learning-longhouse)
  + 189 full-time faculty/staff, 230 part-time
  + Pres = Dr. Suz Ames, July 22
* Marketing & Communications Team
  + Aimee Gordon
  + Jared Scott, digital media & web manager
  + Amanda Gainer, strategic marketing manager
  + Cortney Gosset, queen of social media
* Enrollment History
  + “Doing ok, then not doing ok”  
    [Graph shows downward decline in enrollment from 2011 to 2021 before seeing an increase in 2022]
  + Fall enrollment up 21.5%
    - 2023 (1170)
    - 2024 (1515)
* What worked?
  + Shift from entire college to focus on enrollment and retention
  + Started 9 new instructional programs
    - Focused on employer needs
    - AA degrees: Natural Resources, EV Auto Repair
    - Certificates: Media Tech, Virtual office assistance
    - Bachelor’s: Behavioral health, HR management, IT Managment, Tribal Governance
  + Created wraparound student support services
    - Brought community orgs to be **on campus**
      * Food banks, crisis counseling, transportation, healthcare
      * Leverage community connections
      * Reached students where they are
      * Grants--> brought clinic bus to campus
  + Adult enrollment growth
    - ~60% of county does not have high school degree
    - Partnered with YMCA for off side ESL classes
    - Expanded duel enrollment
      * Expanded i-best
      * Offer a free college classes with a high school diploma
        + " We have sent "Welcome to PC!" mailers to all local high schoolers complete with an acceptance letter (regardless of application), a pennant, our lookbook and more information on scholarships. However with the student Aimee is talking about, they had dropped out of high school at 16, years later they came here for the HS+ program, to receive their diploma. After completing it we offered them 1 free credit at PC, to feel what a college class would look like for them. HS+ was the hook, their graduation of the program the line, and the 1 free college class the sinker. Ultimately leading to them joining our nursing program” - Cortney G.
      * Invested in the current academic level of the community
      * “We’ve just launched a campaign with Transitional Studies, and I’ll be able to share more details and results later. The campaign kicked off with a billboard, and were doing interview stories, social media content, and analyzing the data and utilizing our CRM to communicate.” -Amanda G.
  + Brought support to high schools
    - Partnered with CBOs who support high schools
    - Built partnerships with superintendents
    - Make college “cool”
    - Give hope to college students
  + Brought community to campus
    - Hold a free fall community festival
    - Events for all ages, fun with learning sprinkled in
      * Highlighted instructional programs
      * Demystified campus for adults
      * Planted a seed with kids that they belong on PC campus
  + MarCom Revamp
    - President gave MarCom freedom to be creative
    - Researched hard-to-reach skeptical young adults
      * Edgy campaigns
      * Social media engagement with current / potential students and community
    - Social media success
      * Cortney is EVERYWHERE
      * Trying to create a sense of FOMO
      * Must be ok at being embarrassed and putting yourself out there
        + “When I asked them to scream, they never do. I have to scream at them before they scream at me.” -Corntey
      * Making direct connections with students, being open and up front with them
      * Question: do you have to wrangle all the other social media channels on campus, or do you handle all social media across campus?
        + Ongoing battle. Cortney focuses on central, PC institutional account but provides support to other accounts and managers
        + Some are super easy to work with, others challenging
      * Social media guide (Cortney to share)
      * Big Bend: Before creating a new social account for a program/department, areas must work with marketing to produce content on the pain BB page for 2 months to prove there is both a need and quality content. Once complete, BB marketing will set up the account for them and retain admin access. (sending policy to PIC via email)
  + Brought in the money
    - $8M+ in grants
* What’s next?
  + Continue building community relations
  + Maximize our CRM (TargetX)
    - Streamline our messaging for both prospective and current students
  + Continue leveraging (relatively free) media
  + More grants
  + Offer new instructional programs
    - Dental hygiene
    - BA Ed K-8

**9:34 a.m. — Break**

**9:40 a.m. — State update: Guided Pathways (Monica Wilson, State Board)**

* Overview
  + Student Success Center vision: Create an equitable system that prepares **all** learners to engage in a diverse society and workforce, achieve economic mobility through education attainment and contribute to a socially just society
    - Transformation
    - Racial & social equality
    - Community
    - Collaboration
    - Alignment
  + Student Success Tool RFP Update
    - Taskforce created
    - Goal: use tool to create an inclusive supportive and effective education environment that enhances student success and future prospects
    - Needs to talk both ways with ctcLink
    - CRM functionality **was not** a requirement in the RFP, some have it and some don’t
    - Opt-in tool
    - Final Four Vendors
      * ConexEd
      * EAB Navigate
      * Frequency Foundry
      * HighPoint
    - Next steps
      * Accessibility resting Feb 6-25
      * RFP group final meeting (Feb 18-25 TBD)
      * Notification of successful vendor (Feb 27)
      * Vendor debrief (March 4-6)
      * Contract approval (March 2025 TBD)
  + Workforce Education Investment Act
    - Language of law shares what—at a minimum—Guided Pathways implementation must include
      * Compressive mapping of student educational pathways
      * Dedicated advising and career counseling that helps students make informed program choices
      * Data analysis of student learning as well as program and service outcomes
      * Student success infrastructure
    - Metrics
      * Preliminary report\*
        + Student retention and persistence
        + College level English and math within first year
        + Graduation and transfer rates
      * Final report\*
        + Degree completion
        + Time to degree, transfer to four-year institutions
        + Employment earning
      * \*data must be disaggregated
* Sharing practices: campus engagement
  + Using lightcast to integrate with Modern Campus
  + Career Pathways module with Modern Campus
  + Color coordination between pathways
  + Renton shared as prime example of program maps online

**10:45 a.m. — Round Table: How are you supporting Guided Pathways efforts on your campus? How are you using your CRM? (ALL)**

* Workforce Development Act legitimized and funded Guided Pathways at state level
* Local context and flavors of Guided Pathways are needed to be successful at each school, however, we shouldn’t try to deviate too far or else it takes away the advantages of having similar systems.
* Is everyone in this group is working on Title III? Ours looks a lot like an extension of GP and we are debating how to frame it. Any thoughts from the group?

**Noon — End of Meeting**